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ABSTRACT

Summarizing the results of the Minnesota Indian Education Hearings and the methods used to generate analysis of the transcripts for the State Board of Education and its subcommittee on Indian Education, this document presents tabular and narrative data re: content analysis; statewide findings; findings for each hearing site (Minneapolis, St. Paul, Red Wing, Cass Lake, Duluth, White Earth, and Red Lake); and prioritized recommendations. Analysis methodology is described as involving a master content analysis code structure to identify, for computer analysis, the testifiers, the hearings' board members, staff, type of testimony, and the range of categories. Major categories are identified as: legislation; administration; research; finances; communications; training; curriculum; bilingual/bicultural; post-secondary; and rights and responsibilities. Comparisons and cross-references of these data are presented via charts, graphs, and tables. Statewide findings are presented in a prioritized format as follows: research (student supportive services and Indian school participation factors); rights/responsibilities (Indian dual citizenship rights and discriminatory factors); finances (state financing of Indian education); curriculum (Indian materials development, assessment, dissemination, and the need for state coordination and state financing efforts); administration (state); and other priority areas (communication, training, post-secondary, legislation, and bilingual/bicultural). (JC)

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THE MINNESOTA STATE BOARD OF EDUCATION

SUBCOMMITTEE ON INDIAN EDUCATION

ABSTRACT
of the
MINNESOTA INDIAN EDUCATION HEARINGS REPORT

NOVEMBER, 1976

Volume I

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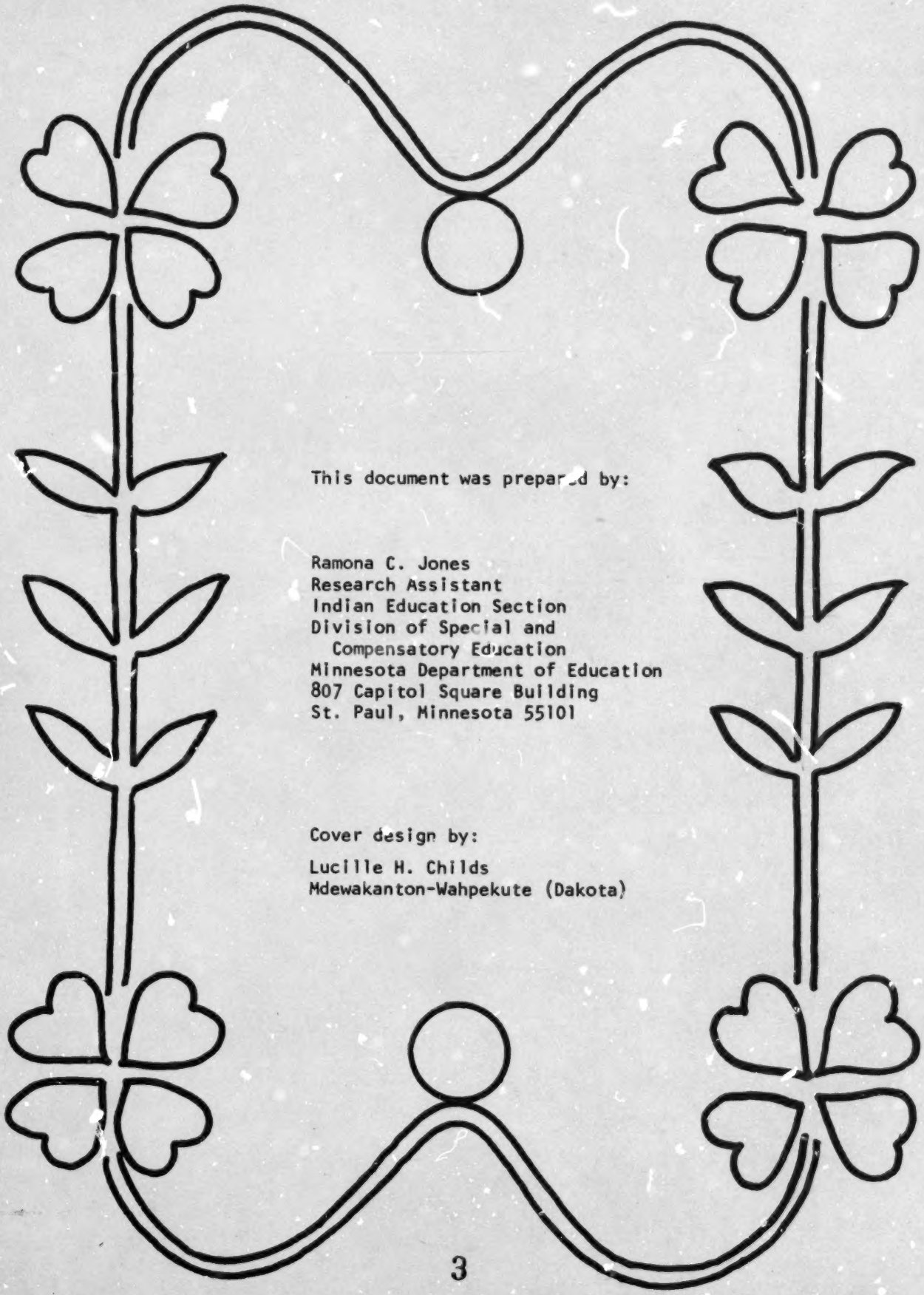

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THE MINNESOTA STATE BOARD OF EDUCATION

SUBCOMMITTEE ON INDIAN EDUCATION

ABSTRACT

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MINNESOTA INDIAN EDUCATION HEARINGS REPORT

November, 1976

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ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

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ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

ACKNOWLEDGMENTS

Before proceeding to the contents of the abstract, the writer would like to take this time to make a few acknowledgments to all the agencies, staff, and individuals who assisted with the analysis of the report either through their hard work on the raw data or through their constant encouragement and ideas when the report was in the rough. A special thanks goes to the State Board's Subcommittee on Indian Education members who believed through their foresight and leadership that these hearings were necessary and of great importance to furthering Indian education in Minnesota; to the Indian Education Section staff who put up with all the difficulties that such a monumental task provided and who were supportive when the going was more than rough; to the Education Data Systems Section staff who assisted with new and innovative data processing techniques and much time and effort in tight time lines; to the American Indian Studies Department of the University of Minnesota (Minneapolis) staff and students for their cooperative efforts to expedite the report; to the other unique opportunities for research assistance through special employment opportunities, i.e. the Governor's Intern Program and the summer student intern program within the Department of Education that provided additional full-time staff needed in order to complete the analysis of the data.

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

PREFACE

The purpose of the Minnesota Indian Education Hearings Report, November, 1976, was to comprehensively document the results of the hearings analysis of the transcripts for the Minnesota State Board of Education and its Subcommittee on Indian Education. The results of the findings would be disseminated to local and national Indian and non-Indian educational constituencies. These findings would hopefully serve as guidelines in the statewide effort to meet the "unmet special needs of Indian children," i.e. by attempting to clearly define the state's roles and responsibilities by initiating a state Indian education policy, state financing of Indian education, etc.

Therefore, the purpose of this abstract is to provide more readers with an opportunity to read the results of the hearings in a synopsis form. If readers should want an indepth knowledge of the hearings findings, it is possible to request a copy of the report. This abstract will attempt to give a synopsis of the hearings report by discussing in summary form the methodology, the statewide and individual hearing sites' findings and the significant recommendations.

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

METHODOLOGY

There were almost 2,000 pages of transcripts to analyze for determination of the major and sub-categories of Indian education issues and concerns. The frequencies of key words and phrases gave an indication of the major areas that would be analyzed for significant findings on a hearing site basis and a statewide basis. From these hearing site and statewide findings, patterns could be established from which to make specific recommendations to the State Board of Education for action.

A Master Content Analysis Code Structure was used to identify for computer analysis the testifiers, hearings board members, staff, type of testimony and the range of categories. The chart on the following pages summarizes the major categories and sub-categories of the content analysis code used to determine the significant areas of the findings.

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

MAJOR CATEGORY	SUB-CATEGORY	ITEM NO.
I. Legislation	A. Federal	11-16
	B. State	17-24
(11-26)	C. Tribal	25-26
II. Administration	A. Federal/Regional	27-31
	B. State	32-35
(27-49)	C. Tribal	36-39
	D. Urban	40-45
	E. National Indian Education Agencies, Organizations	46
	F. Local	47-49
III. Research	A. Indian School Personnel	50-53
(50-109)	B. Indian Student	54-58
	C. Indian School Participation Factors	59-66
	D. Non-Educational Factors	67-83
	E. Achievement Data	84-85
	F. Student Supporting Services	86-109
IV. Finances	A. Federal	110-119
	B. State	120-129
(110-144)	C. Local	130-132
	D. Private	133-137
	E. Tribal	138-144
V. Communications	A. School/Community	145-156
	B. Indian Community vs. Policy Making Bodies	157-165
(145-165)		
VI. Training		166-174
(166-174)		
VII. Curriculum	A. Evaluation	175-178
	B. Indian Materials...	179-188
(175-197)	C. Certification	189
	D. Total Priorities	190-197
VIII. Bilingual/ Bicultural		198-202
(198-202)		

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MAJOR CATEGORY	SUB-CATEGORY	ITEM NO.
IX. Post-Secondary (203-236)	A. Community Education	203-216
	B. Vocational Education	217-223
	C. Higher Education	224-230
	D. Finances	231-236
X. Rights/Responsibilities (237-255)	A. Indian Dual Citizenship Rights	237-243
	B. Discrimination Factors	244-247
	C. Desegregation	248-255

Charts, graphs and tables were used for comparisons and cross-references of the data to indicate what the testifiers stated as major areas of concern. Types of responses were coded and tallied for frequencies to determine priority areas. The following is a table of the types of responses, coded from 0 - 5:

0) EXISTS, Example of

1) EXISTS, Needs improvement

2) EXISTS, Dysfunctional; eliminate

3) NONE EXISTS, Initiate

4) EXISTS, Good, continue to support

5) MORE THAN ONE RESPONSE

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

SYNOPSIS OF STATEWIDE FINDINGS

Of the 235 persons who testified at the hearings, 72.8% were Indian. The majority of Indian persons testifying were local Indian education personnel or parents/parent committee members. Both public and non-public schools were represented. The tribal constituency comprised 10% of those who testified. The impact of Indian self-determination indicates the need to examine carefully the areas of conflict and resolution between states and tribes.

The major categories were prioritized on a statewide basis as follows:

1. Research - the most critical areas are:
   a. student supportive services
   b. Indian school participation factors.

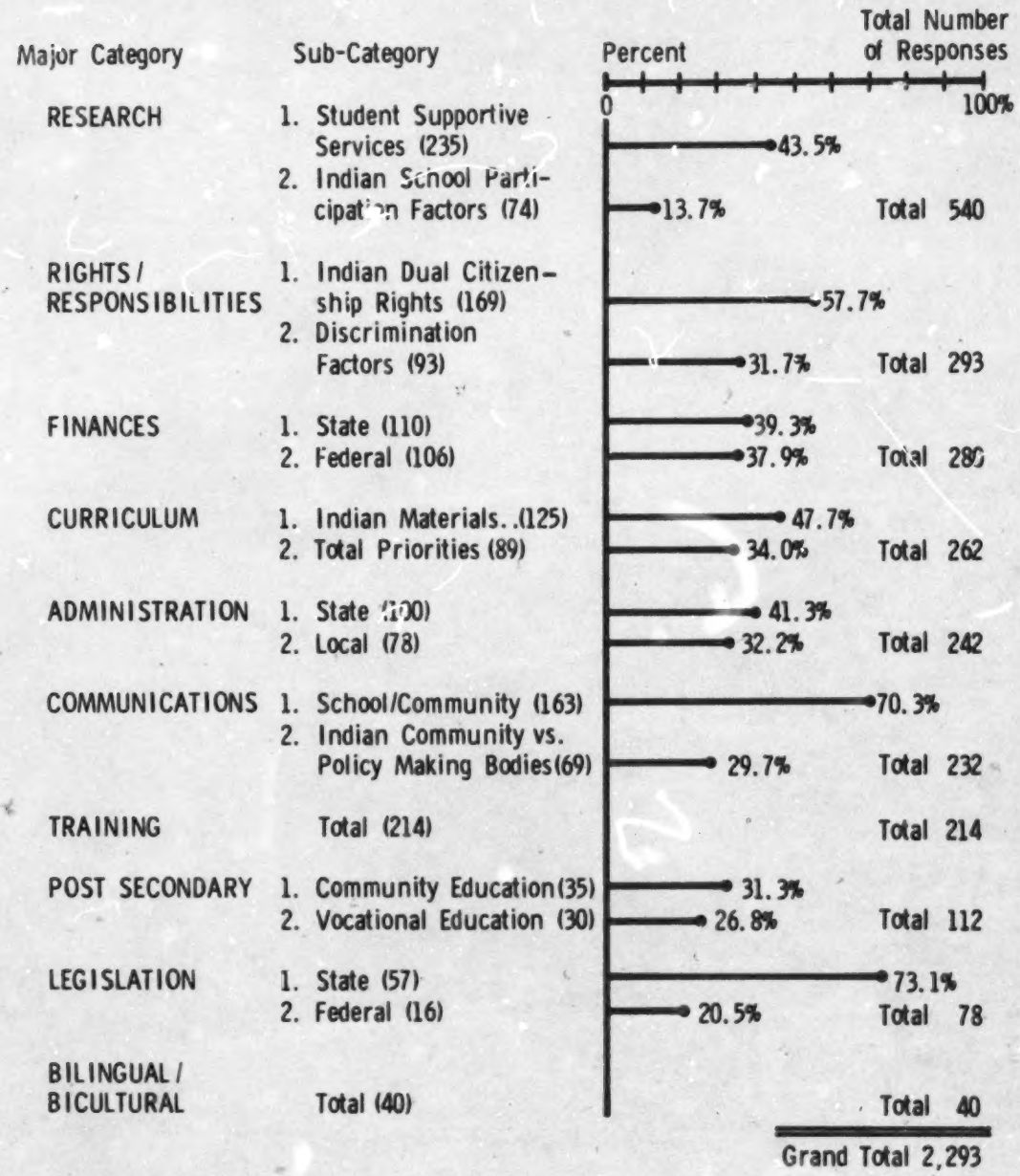
   Indian Education data collected, analyzed and disseminated on a continuous basis would make possible comprehensive educational planning.
2. Rights/responsibilities - the primary areas of concern are:
   a. Indian dual citizenship rights
   b. discriminatory factors.
3. Finances - priority concerns are for state financing of Indian education.
4. Curriculum - the major concern is Indian materials development, assessment, dissemination (public elementary/secondary), and the need for state coordination and state financing of such efforts.
5. Administration - the critical area is state administration.

The other priority areas are:

6. Communication
7. Training
8. Post-secondary
9. Legislation
10. Bilingual/bicultural

For an overview of the statewide findings, please see the table titled "Total Number of Responses By Major and Sub Category."

TOTAL NUMBER OF RESPONSES BY MAJOR AND SUB CATEGORY



ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

SYNOPSIS OF THE HEARING SITE FINDINGS

The statewide hearings per Indian education in Minnesota were held at the following seven hearing sites:

01 - Minneapolis

02 - St. Paul

03 - Red Wing

04 - Cass Lake (Onegum)

05 - Duluth

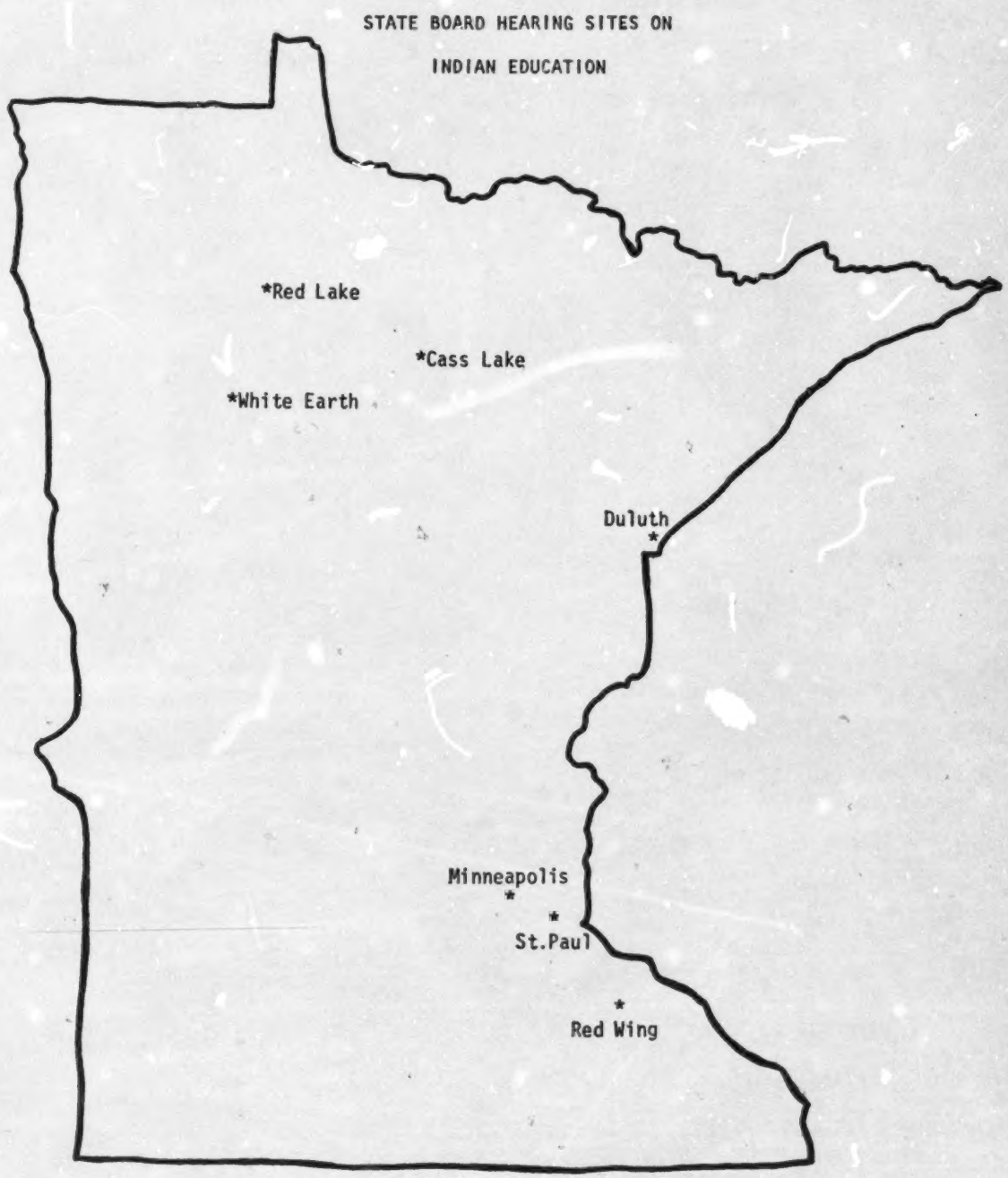
06 - White Earth

07 - Red Lake

For additional information, see the state map and the table of school districts present at the hearings.

Data was prioritized by major category. The table of "Total Priorities Per Hearing Site By Major Categories" provides an overview of priorities. This is followed by the graphs of the same priorities by hearing site. The responses by number and per cent illustrate the distribution of priorities per major category within each of the hearing sites.

In addition, each hearing site was described as follows: (1) types of Indian communities represented; (2) testifiers by race, sex and occupation; (3) selected testimonies by major categories; (4) summary of recommendations (these might differ somewhat from the statewide findings); (5) testifiers' specific recommendations quoted from the hearings transcripts.



01 Minneapolis, Minnesota
02 St. Paul, Minnesota
03 Red Wing, Minnesota
04 Cass Lake, Minnesota
05 Duluth, Minnesota
06 White Earth, Minnesota
07 Red Lake, Minnesota

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS PRESENT AT STATE BOARD HEARINGS

#01 Minneapolis Hearing

1. Minneapolis #0015
2. Anoka #011
3. National Indian Education Association
4. Heart of the Earth Survival School

#02 St. Paul Hearing

1. St. Paul #625
2. The Red School House

#03 Red Wing Hearing

1. Red Wing #256
2. Shakopee #721
3. Granite Falls #894
4. Morton #652
5. *Rochester #535

#04 Cass Lake (Onegum) Hearing

1. Cass Lake #115
2. Deer River #317
3. Nett Lake #707
4. Onamia #480
5. Bemidji #31
6. Park Rapids #309

#05 Duluth Hearing

1. Duluth #709
2. Carlton #093
3. Cloquet #094
4. Cook (Grandman's) County #166
5. St. Louis County #710 (Orr and Brookston)
6. Tower-Soudan #708
7. *Mountain Iron #703
8. *Chisholm #695
9. Bizindun Alternative School

#06 White Earth Hearing

1. Bagley #162
2. Waubun #433
3. Mahnomen #432
4. Pine Point Experimental School (Indian Alternative Public School)

#07 Red Lake Hearing

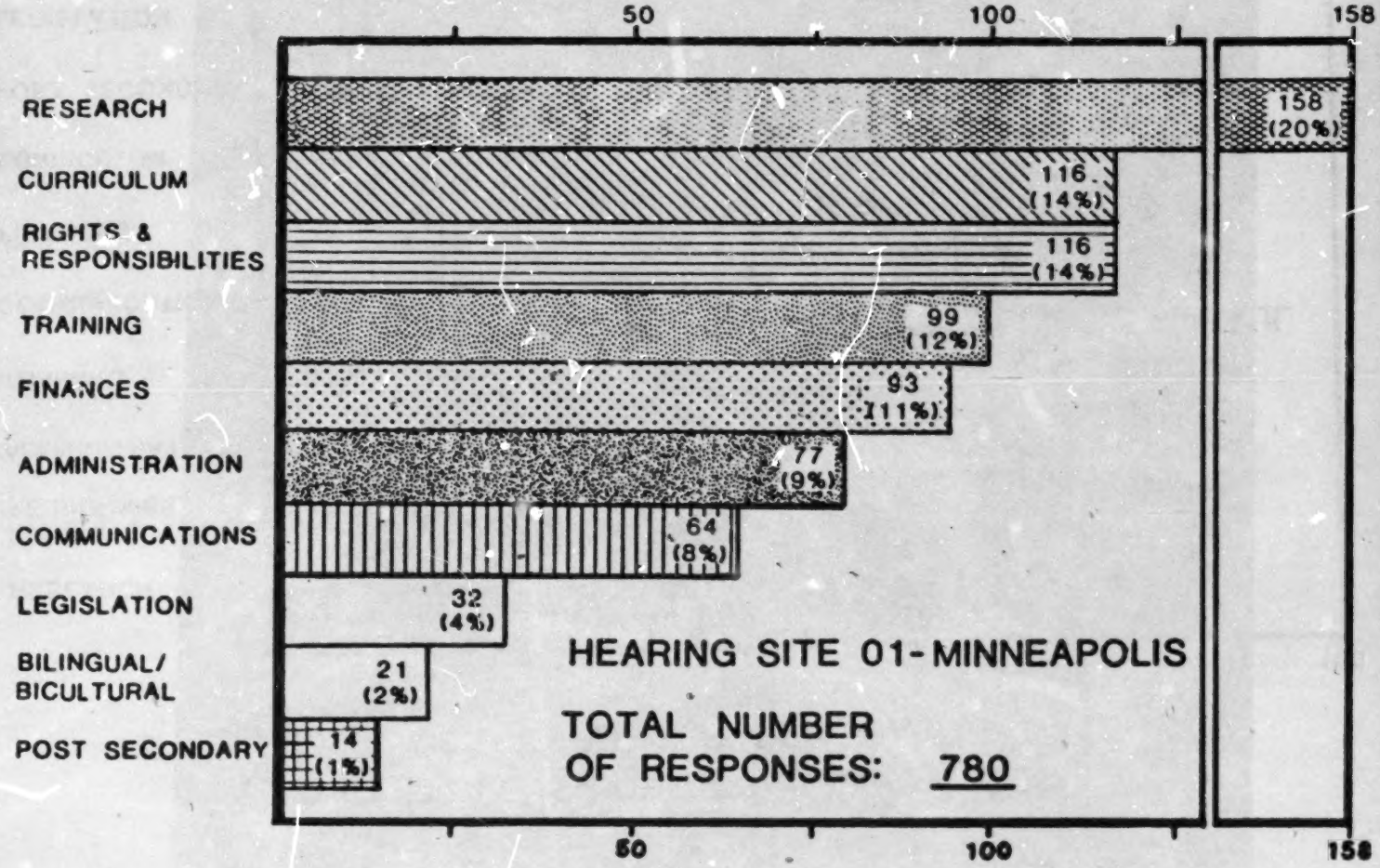
1. Red Lake #038
2. Nett Lake #707

*School districts not receiving Title IV or J.O.M. Funds that participated in State Board Hearings.

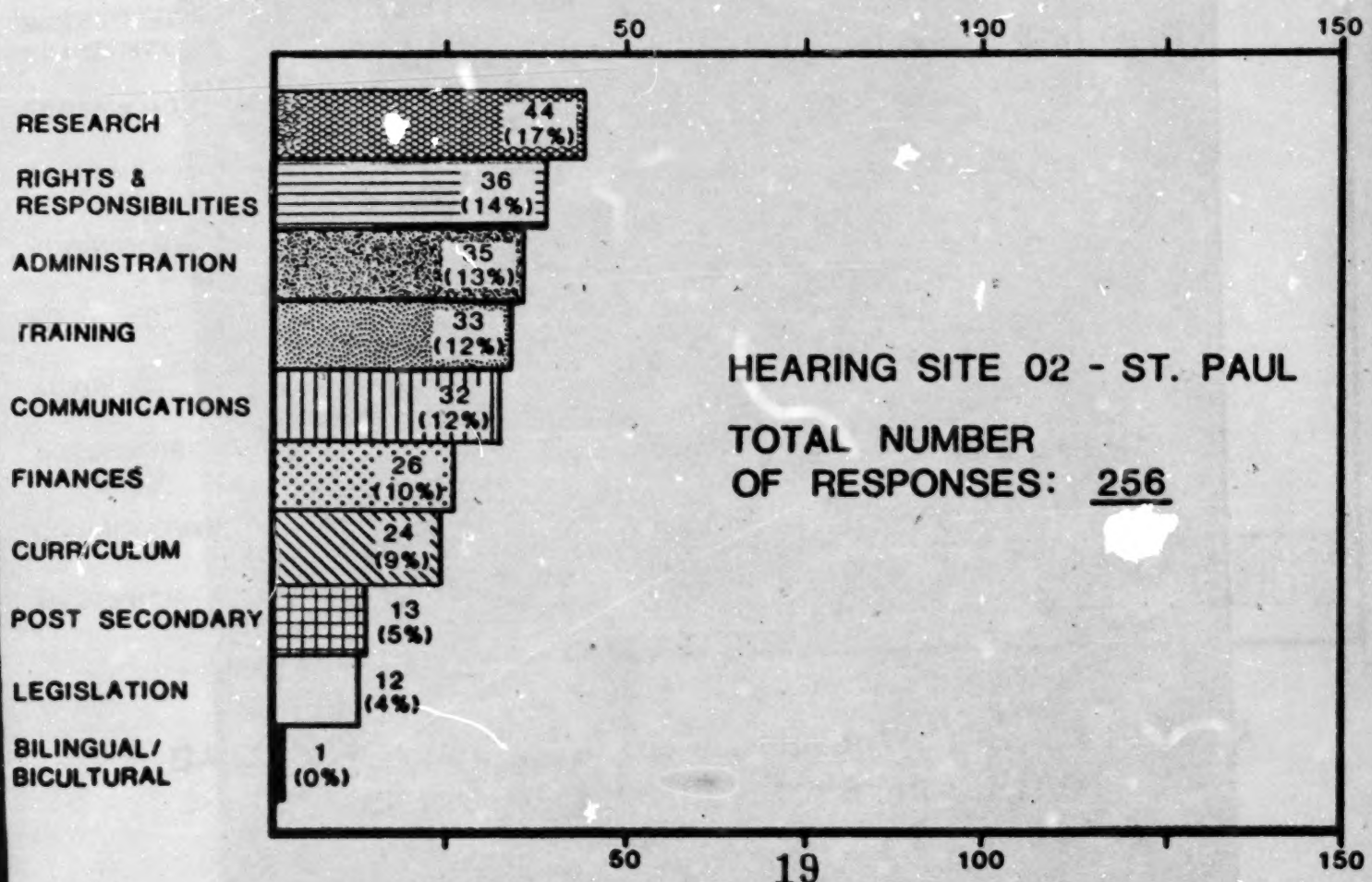
TOTAL PRIORITIES PER HEARING SITE BY MAJOR CATEGORIES

PRIORITIES	01 MINNEAPOLIS	02 ST. PAUL	03 RED WING	04 CASS LAKE	05 DULUTH	06 WHITE EARTH	07 RED LAKE
1	Research	Research	Research	Research	Research	Research	Administration
2	Curriculum Rights/ Responsibilities	Rights/ Responsibilities	Finances	Rights/ Responsibilities	Finances	Communications	Communications
3	Training	Administration	Communications	Communications	Administration	Rights/ Responsibilities	Rights/ Responsibilities
4	Finances	Training	Post Secondary	Curriculum	Curriculum	Administration	Research Finances
5	Administration	Communications	Curriculum	Training	Rights/ Responsibilities	Finances	Curriculum
6	Communications	Finances	Rights/ Responsibiliites	Finances	Post Secondary	Training Curriculum	Legislation
7	Legislation	Curriculum	Training	Post Secondary	Training	Post Secondary	Training
8	Bilingual/ Bicultural	Post Secondary	Bilingual/ Bicultural	Administration	Communications	Legislation	Post Secondary
9	Post Secondary	Legislation	Administration	Bilingual/ Bicultural	Legislation	Bilingual/ Bicultural	Bilingual/ Bicultural
10	———	Bilingual/ Bicultural	Legislation	Legislation	Bilingual/ Bicultural	———	———

RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



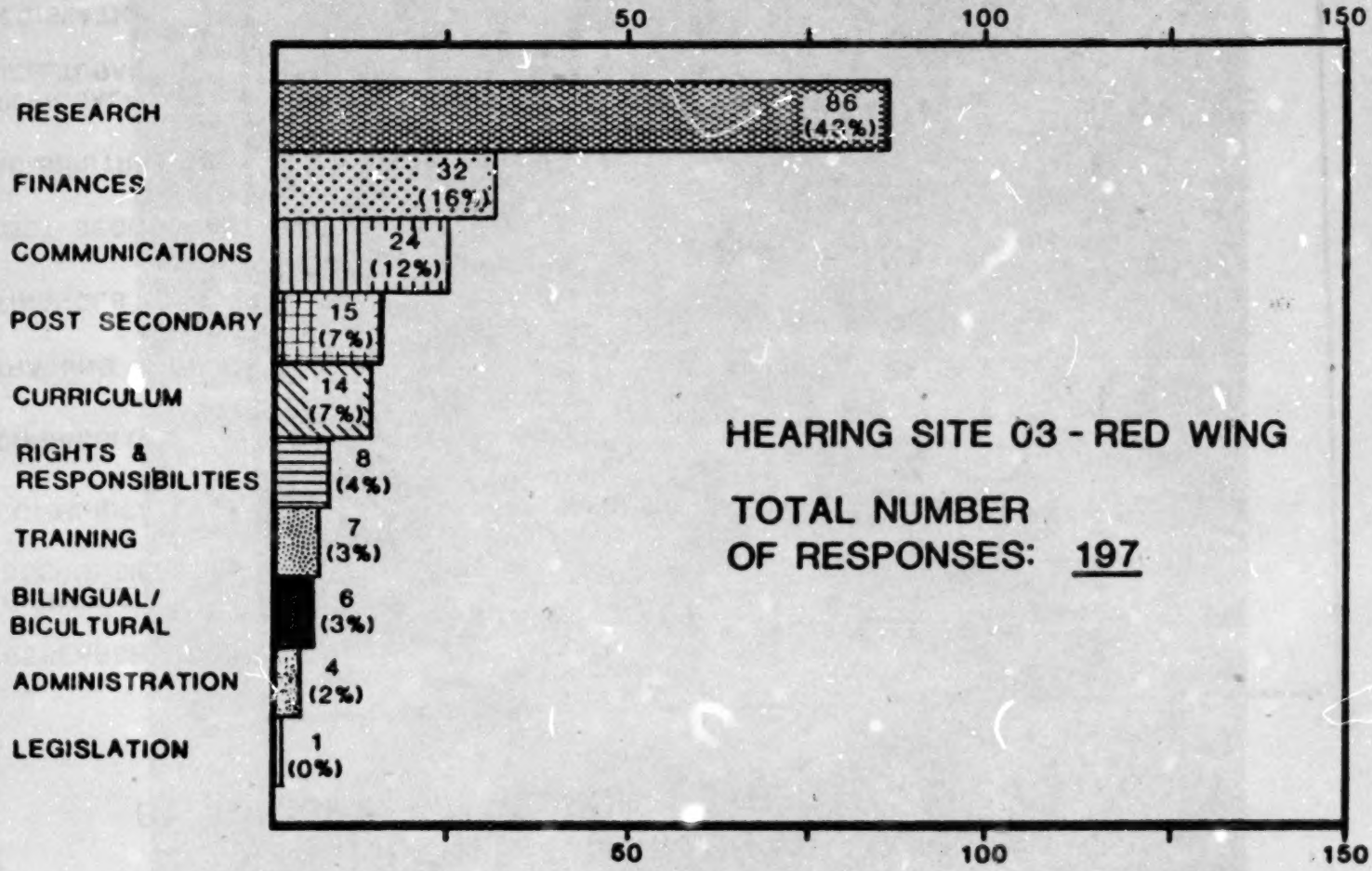
RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



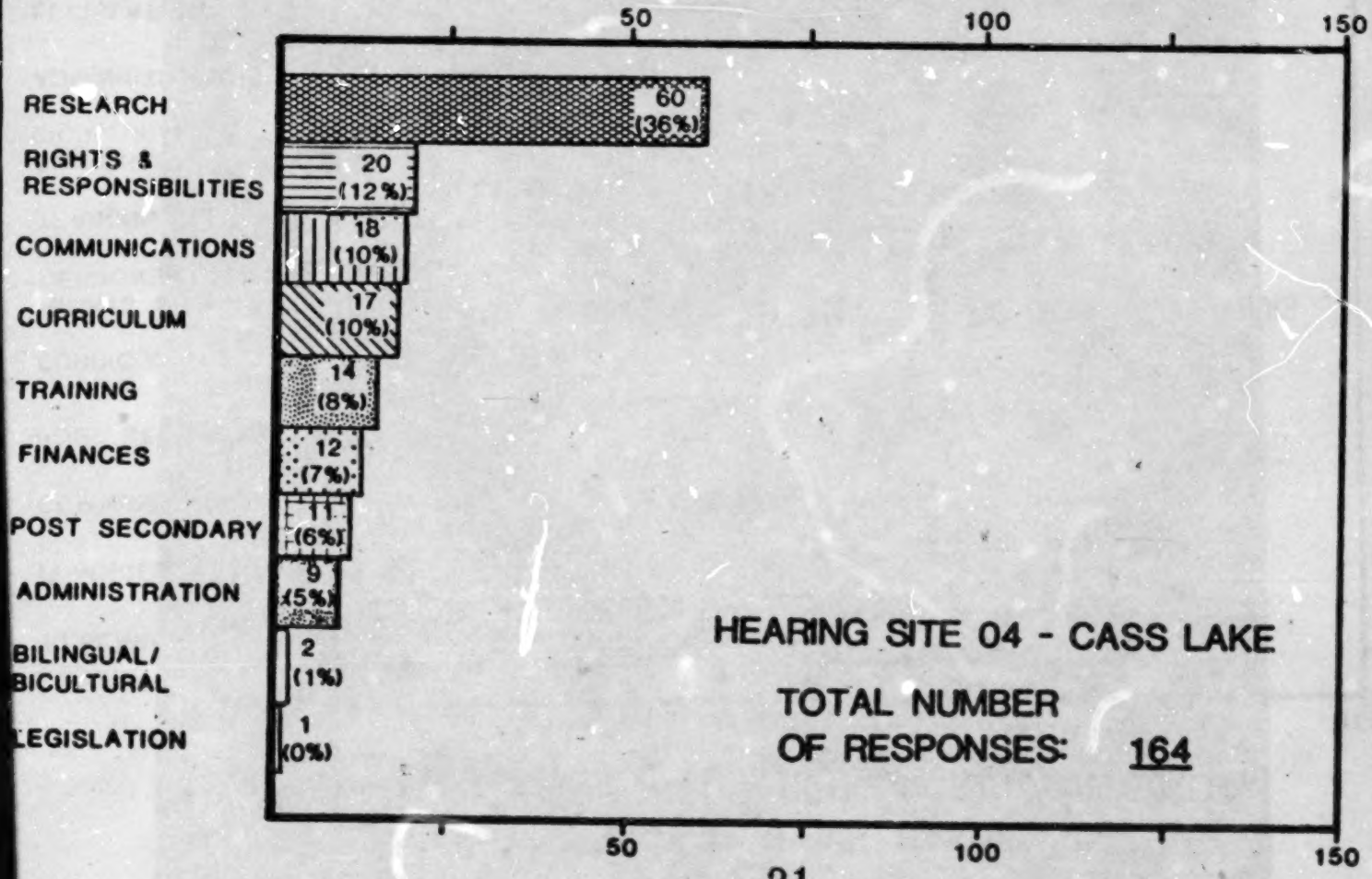
HEARING SITE 02 - ST. PAUL

TOTAL NUMBER OF RESPONSES: 256

RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



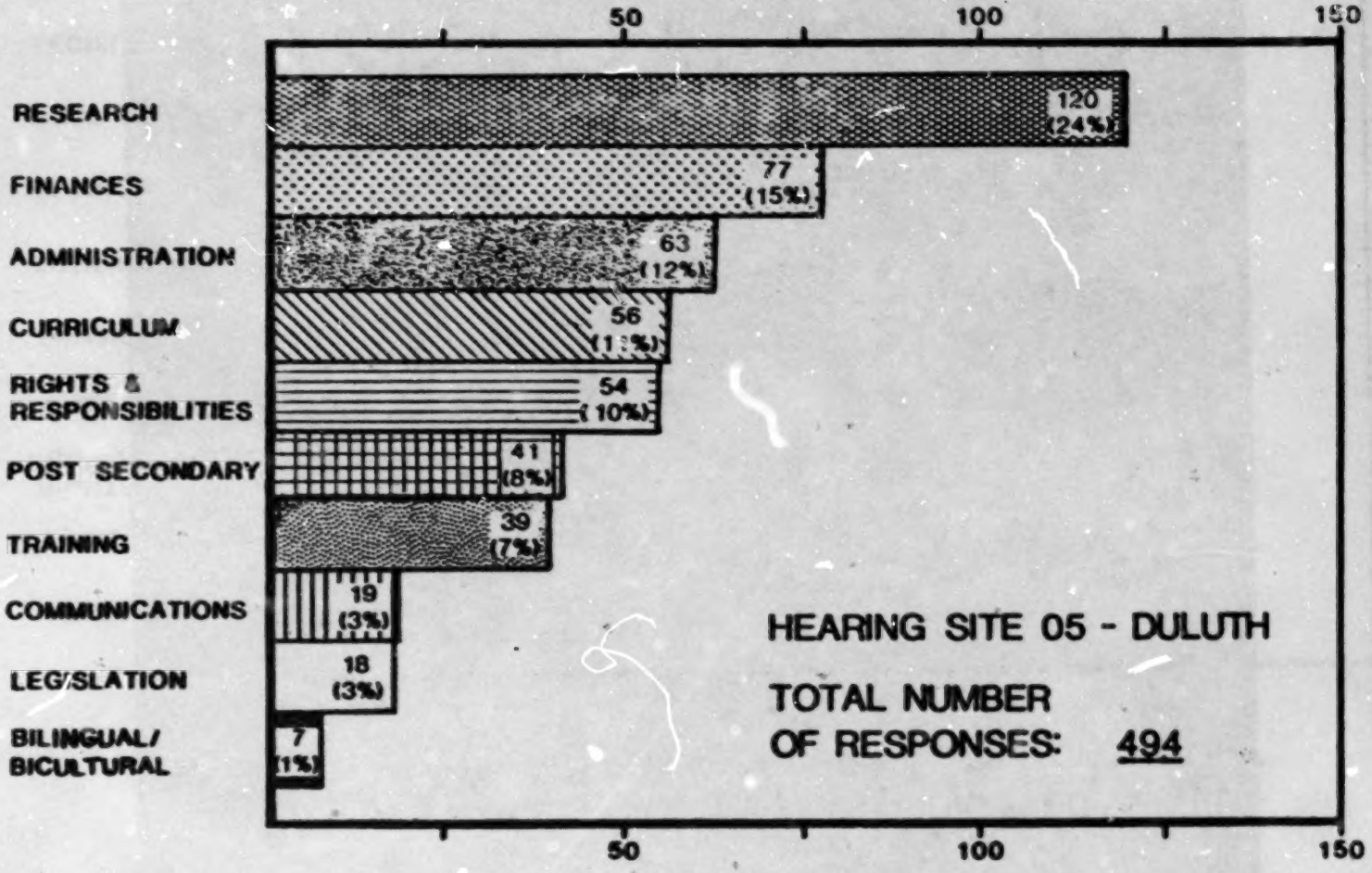
RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



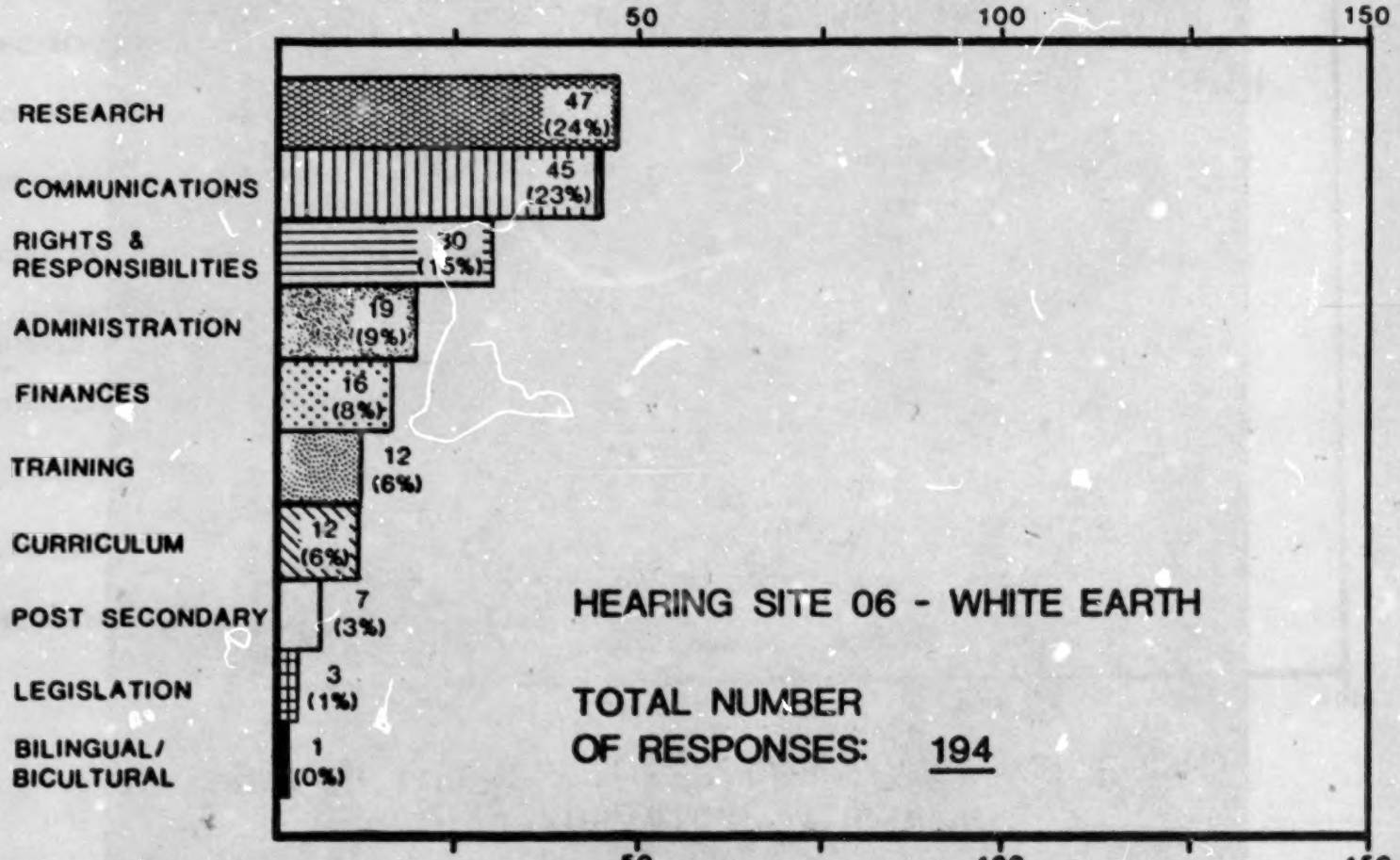
HEARING SITE 04 - CASS LAKE

TOTAL NUMBER OF RESPONSES: 164

RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



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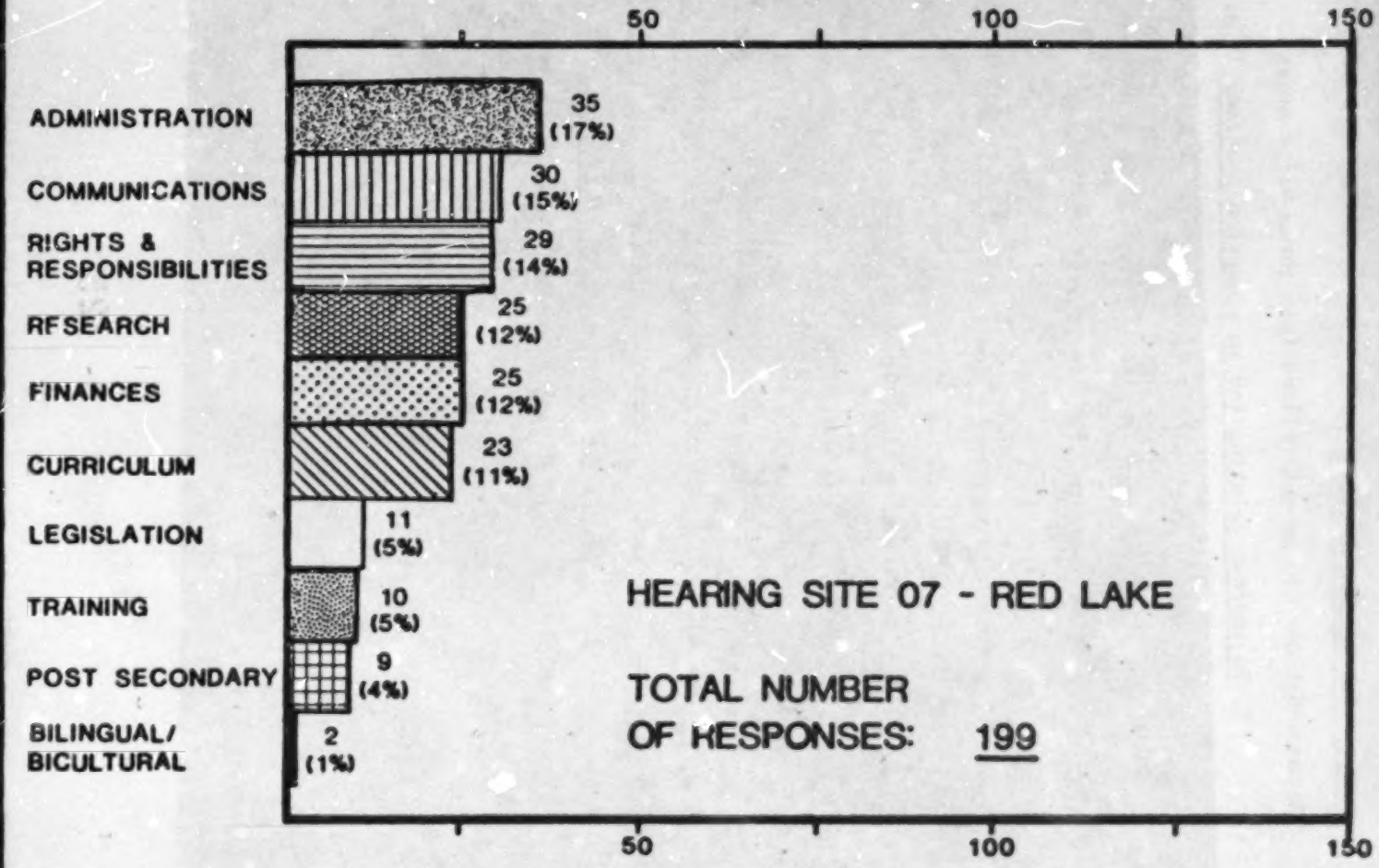

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

SIGNIFICANT RECOMMENDATIONS

Recommendations can be generalized into three major areas:

1. To improve existing Indian education programs, i.e. to improve Indian education data collection, analysis and dissemination; to increase Indian staff; and to plan comprehensively for Indian education (5, 10 years, etc.)

2. To better facilitate local, state, tribal and federal educational legislation and administration, i.e. to develop both a state policy on Indian education and state certification of Indian language/culture teachers.

3. To fulfill Indian rights and equal educational opportunities guaranteed by treaty and civil rights that are sometimes unfulfilled due to conflicts with the state's roles and responsibilities per Indian self-determination, or desegregation, or the unmet special needs of Indian children - through special state legislation.